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ANALYSIS OF STUDENT READINESS IN FACING MINIMUM COMPETENCY ASSESSMENT

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Abstract

In 2021 there will be a substitute for the National Examination, namely Minimum Competency Assessment and character surveys. The role of the AKM is used to measure literacy and numeracy competencies. To test the readiness of students and teachers, at the beginning of 2020 a rehearsal for the implementation of the AKM was held. Therefore, this study aims to analyze students' readiness in facing the Minimum Competency Assessment. This study applies a qualitative and quantitative approach by conducting surveys and interviews with students in public and private high schools and vocational high schools with high, medium, and low scores for the category of National Examination results in Aceh Province in 2019. The results of this study state that some Most high school and vocational high school students think that the AKM questions tested are not in accordance with the material in the learning process taught by teachers in schools so that they are not ready to face AKM if it is held this year.

Keywords: Minimum Competency Assessment; Student Readiness; Aceh Province.

Abstrak

Pada tahun 2021 akan ada pengganti Ujian Nasional yaitu Penilaian Kompetensi Minimum dan survei karakter. Peranan AKM digunakan untuk mengukur kompetensi literasi dan numerasi. Untuk menguji kesiapan siswa dan guru, maka pada awal tahun 2020 dilakukan gladi bersih pelaksanaan AKM. Oleh karena itu penelitian ini bertujuan untuk menganalisis kesiapan siswa dalam menghadapi Asesmen Kompetensi Minimal. Penelitian ini menerapkan pendekatan kualitatif dan kuantitatif dengan mengadakan survei dan wawancara dengan siswa di SMA negeri dan swasta serta Sekolah Menengah Kejuruan dengan skor tinggi, sedang, dan rendah untuk kategori hasil Ujian Nasional tahun 2019 di Provinsi Aceh. Hasil penelitian ini menyatakan bahwa sebagian besar siswa SMA dan SMK menilai soal-soal AKM yang diujikan tidak sesuai dengan materi dalam proses pembelajaran yang diajarkan oleh guru di sekolah sehingga mereka menyatakan belum siap menghadapi AKM jika diadakan tahun ini.

Kata Kunci: Penilaian Kompetensi Minimum; Kesiapan Siswa; Provinsi Aceh.

INTRODUCTION

Education needs to be prepared carefully because in education there are goals that must be achieved, namely for the development of the potential of students to be competent, creative, independent and think critically (Sari et al., 2019). The quality of education continues to move and change, and its specifications and qualifications also continue to increase. Therefore, the principles of quality and competency-based competition need to be opened to all (Tardian, 2019). To evaluate the results of the prepared education process, a more objective measuring tool is needed in measuring student competence. National Examination will be supplanted with a Minimum Competency Assessment and a character survey in 2021. The evaluation is not carried out according to subjects or mastery of curriculum materials that it has been applied in national examination, but rather inventory the two minimum competencies of students, which are literacy and numeracy.

"Literacy here is not simply the ability to read, but the ability to analyze a reading, and understand the concept behind the handwriting. Meanwhile, numeracy competence means the proficiency to analyze using numbers," said Nadiem in the Coordinating Meeting of the Minister

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Education and Culture with the Head of the Education Office throughout Indonesia in Jakarta (Putsanra, 2019). Literacy activities do refer to a person's basic ability to read and write. So far, the strategy taken to improve this ability is to foster interest in reading and writing (Lubis, 2020).

The National Assessment is an effort to take pictures comprehensive quality of process and learning outcomes of basic education units and middle class throughout Indonesia. Information obtained from It is hoped that a national assessment will be used to improve quality the learning process in educational units, which in turn can improve the quality of student learning outcomes. According to Popham the reason for the need to conduct an assessment is to: (1) diagnose student weaknesses and weaknesses, (2) learning progress, (3) attribute value to offer, and (4) determine authorization (Popham, 1999). Stecher stated that there are three purpose of education assessment where all three are relevant to education technology and vocational, namely (a) to develop learning and mental, (b) certifying individual abilities, and (c) systems trust program. Some of these opinions are illustrated the importance of learning assessment (Syahrul, 2010). Furthermore, that in revealing students' mastery of concepts, assessment not only reveals the concepts that have been achieved, but also about the advancement process of how a concept is obtained (Bruno & Dell'Aversana, 2018; Kadaritna et al., 2020). In this case, the assessment can not only assess student acquisition result and processes, but also their learning progress (Fitri et al., 2020).

Evaluation can be useful for assessing learning progress if it is able to provide information that teaching staff and students can use as feedback in assessing themselves and each other, and in modifying teaching and learning activities in which they are involved (Leutner et al., 2017; Lora et al., 2020; Stears, 2015). Evaluation must be regarded as one of the components that are important to determine the success of the learning process and learning outcomes not only as a measuring instrument used to evaluate learning outcomes (Klassen, 2006). Assessment activities must contain useful information for teachers to improve their teaching abilities and facilitate students in achieving optimal learning (Al-Smadi et al., 2012; Fitri et al., 2020). In the classroom and personalized students, assessment is generally aimed at functioning various functions, both summative and formative, as well as more directly related to find out for students and teaching for teachers (Fiore et al., 2017; Mutch, 2012).

The government continues to strive to improve the quality of learning through student and teacher assessments. One form of world-standard student assessment is PISA. Indonesia's achievements based on the PISA results from 2012 to 2018 (PISA, 2018) fluctuated and began to decline in 2018, for example, the proficiency to read, which scored 396 in 2012, then experienced a sharp decline in 2018 to 371. The diminution in the PISA value is of great concern to the Government because of this condition indicates that students' literacy and numeracy skills are still low compared to other countries. PISA 2012 to 2018 results show that Indonesian students' achievement in terms of basic literacy are still lag behind their counterparts from neighboring countries such as Malaysia, Vietnam, Thailand, and Singapore.

The decrease in the achievement of PISA in Indonesia has prompted the Government through the Ministry of Education and Culture to change strategies in the mechanism for measuring students' literacy and numeracy abilities through the Minimum Competency Assessment (AKM). As previously explained, the importance of this AKM will replace the National Examination that is in impact previously. Several countries have carried out assessments as an indicator for assessing the ability of their graduates. The examples are the United States, Australia, United Kingdom, Finland, and others.

Improving of the learning process to enhance learning outcomes needs to be done (D'Alessio et al., 2019; Mutch, 2012). The AKM carried out by the Government for Elementary School, Junior High School and Senior High School or Vocational High School is very useful for diagnosing parts of the material that have not been mastered by students. It is hoped that the AKM can see an overview of

the achievement of students' literacy and numeracy. AKM policy will be implemented in schools in 2021, but previously socialization is carried out in 2020. Therefore, this study aims to investigate the perceptions of students' readiness in facing the Minimal Competency Assessment. The importance of conducting this research is because of the need for an evaluation to the Government of the change in the form of learning evaluation from the National Examination to the Minimum Competency Assessment.

METHOD

This research applies qualitative and quantitative approaches by convening surveys and interviews with students in public and private high schools and Vocational High Schools with high, medium, and low score for National Examination results categories in Aceh Province in 2019.The qualitative data in this study came from interviews with students, while the quantitative data in question came from questionnaires distributed to students. The data collection technique was transmitted out by interviewing 30 students in 5 Senior High Schools and 5 Vocational High Schools which the students have high score in National Examination, 5 Senior High Schools and 5 Vocational High Schools with the criteria of schools that the students have medium score for National Examination and 5 Senior High Schools and 5 Vocational High Schools with the standards of schools which the students have the low score in National Examination.

RESULTS AND DISCUSSION

The compatibility of AKM Questions with Subject Materials, Learning Processes, and Questions given by the Teacher

1. The Compatibility with Subject Matter

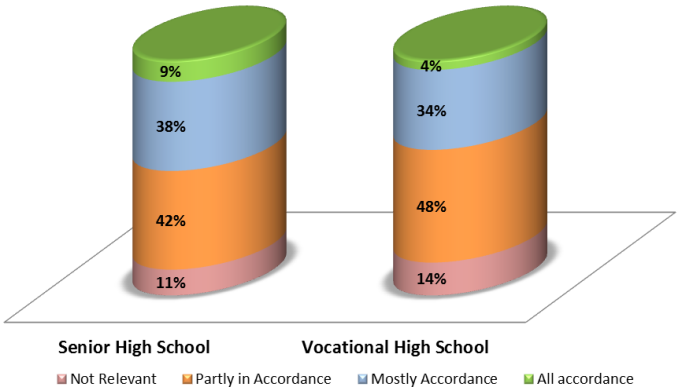

Figure 1. Responses of SMA and SMK Students of all UN Categories on Compatibility with Subject Materials
Source: the results of data processing

Based on 450 high school students and 450 vocational high school students who were the samples of this study, in the amount of 42 percent of Senior High School in the category of all National Examination categories and 48 percent of Vocational High School in all categories of the National Examination average contended that the AKM questions were partly in accordance with the basic competencies in the subjects. From the results of the interview, the reason why students thought that the AKM questions were partly by the subjects had been taught was that according to them, few of the subject matters came out in the AKM questions so that in working on the exercises, it was necessary to conform to other general knowledge. In line with the data above, it deals with interviews with high school students in the high National Examination category, it was stated that the majority of AKM questions were different from the materials taught in schools so they were quite difficult to answer the questions. A similar opinion was also conveyed by one of the vocational high school

students with the medium National Examination category who said "AKM questions are not directly related to the material taught in schools. The material is clear about the substance is taught in school, while the AKM questions require our own ideas and need our own analysis to answer them."

2. The Compatibility with the Learning Process

The AKM questions are only a fraction of the learning process. However, the learning process given to subjects at school has become a provision of knowledge to be able to answer AKM questions. There were also some students who said that the AKM questions were in accordance with the learning process carried out by the school.

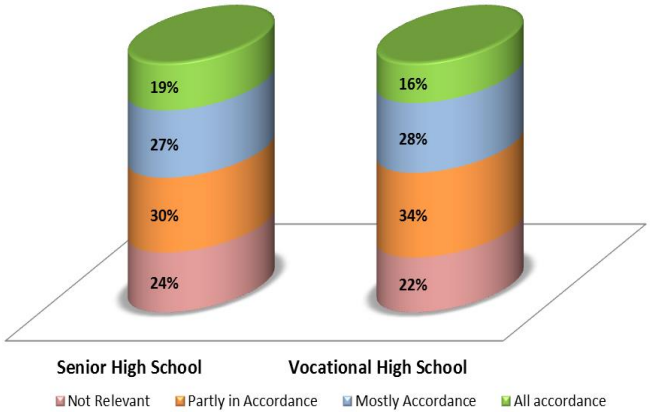

Figure 2. Responses of High School and Vocational High School Students with Low UN Categories on Compatibility with the Learning Process
Source: the results of data processing

Based on 150 high school students and 150 vocational high school students with low UN categories who were the samples of this study, 30 percent of Senior High School in the low National Examination average category and 34 percent of Vocational High School in the low National Examination average category stated that the AKM questions were partly in accordance with the learning process. From the results of the interview, the reason why students thought that the AKM questions were partly in accordance with the learning process in the classroom was because according to them the essence of the learning process was the creation of students' thinking which turned out to be needed in answering the AKM questions. They also stated that not all of teachers teach well so that it affects students' reasoning abilities needed to answer AKM questions.

3. The Compatibility with the Questions in the Assignment Given by the Teacher in the Classroom

In general, the students stated that the AKM questions were different from the questions the teacher gave in the class. In the amount of 28 percent from 150 of Senior High School students samples in the high National Examination average category said that AKM questions were mostly in accordance with the model questions on assignments given by the teacher. Furthermore, 33 percent from 150 of Vocational High School in students samples with the low National Examination average category answered that the AKM questions are only a fraction of the model of questions on the assignments. From the results of the interviews, the reason why the majority of students thought that the AKM questions were mostly in accordance with the assignment from the teachers was because their teacher had already given questions that used logical thinking. Meanwhile, the reason why the majority of students thought that most of the AKM questions were not in accordance with the assignment from the teachers is because the questions in the AKM more emphasize on literacy and logic, so that there are many differences with the questions used by teachers in schools. AKM questions consists of informations contained in the text and we are required to analyze first to answer

the AKM questions. There were also students who stated that their teacher had never given questions as in the AKM, because the teacher emphasized more on basic learning materials and had never given questions as in AKM.

The Difficulty Level of the Questions, The Readability of the Questions, and The Compatibility of the Questions in the Local Area

1. The level of Students' difficulty

Based on 450 high school students and 450 vocational high school students who were the samples of this study, the amount of 51 percent of high school students and 53 percent of vocational students from all National Examination categories stated that they had difficulty working on AKM questions. The students feel difficult to understand the content of the questions in the discourse or reading section about certain situations or cases. Students are asked to answer the exerices in question. The answer choices were completely new based on the students' own analyzes. Knowledge can come from outside and also the knowledge taught in schools. The form of the problem is different, but to solve it the students can answer with the material that they have been learnt.

Furthermore, according to the sample Senior High School and Vocational High School students from the low of National Examination category who were interviewed the majority stated that they could not do the AKM questions, these students said that there were only most of the AKM questions were considered difficult. According to one of the Vocational High School students stated that in an AKM questions that have been tested there were two texts in which students were asked to compare them, and were asked in this question how the purchasing power of society in the future. By examining the information from the two texts we must draw conclusions. Confused which answer is right, what is wrong, because students think for themselves to give an opinion. This opinion concludes that teachers rarely train students so that students have difficulty in answering AKM questions.

2. Readibility of the questions

Related to readibility of the questions, most of Senior High School and Vocational High School students faced problems in understanding the AKM questions because the students got difficulty in understanding the text. According to one high school student with the National Examination category, it was stated that there were several terms in the questions that were not understood, and the explanation of these terms were difficult. This opinion was also conveyed to vocational students in the same category who stated that there were many questions which legibility was rather difficult to be understood. There are several conveniences in AKM questions because the reading presented in the questions talks about contemporary issues that feel "familiar" among students, as expressed by all the students during the interview session.

3. The Compatibility of the questions in the Local Area

Almost all of students at the high school and vocational level stated that AKM questions were in accordance with the current conditions of problems faced by students, such as discourses on plastic waste, the environment, population, applied technology.

CONCLUSION

Based on the results of the survey and interviews with 450 high school students and 450 vocational students in Aceh Province who were delivered in the discussion section, it can be concluded that the majority of high school and vocational high school students thought that the AKM questions tested did not match with the material in the learning process taught by teachers at school so they have not been ready yet to face AKM if it is implemented this year. Some supporting substantiations of this statement that as many as 51 percent of high school students and 53 percent of vocational high school students from all of National Examination categories stated that they had difficulty working on AKM

questions, and there were still those who argued that a small proportion of AKM questions were in accordance with Based Competencies in the subject of 42 percent of Senior High Schools in the category. All National Examination categories and 48 percent of Vocational High Schools in all National Examination average categories.

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